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ABSTRACT

A racial and ethnic survey of California public schools, conducted by the State Department of Education in October 1971, included not only a count of pupils in each school but also a count of professional staff by racial and ethnic group categories. This report presents the results of the survey of teachers, principals, and other professional staff, the first such State survey since October 1967. While nearly 29 percent of all public school pupils in California were members of racial and ethnic minority groups, minorities were represented by 10.5 percent of the teaching staff and 6.5 percent of the principals. The Spanish-surnamed accounted for 16 percent of the pupils, but only 2.6 percent of classroom teachers, 2.4 percent of principals, and 2.7 percent of total professional staff at schools. Blacks comprised 9.3 percent of all pupils, 5.1 percent of teachers, and 2.9 percent of principals. Asians provided the only example of parity, with 2.2 percent of pupils and 2.2 percent of teachers, but 0.6 percent of principals. Asian and Spanish-surnamed pupils and professionals alike were about twice the State average in their proportions in minority-group isolated schools. Black pupils and professionals were nearly four times the state average at such schools. (Author/JM)

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RACIAL AND ETHNIC DISTRIBUTION OF PROFESSIONAL STAFF IN CALIFORNIA PUBLIC SCHOOLS FALL, 1971

A Report to the State Board of Education

I. INTRODUCTION

The latest racial and ethnic survey of California public schools, conducted by the State Department of Education in October 1971, included not only a count of pupils in each school but also a count of professional staff by racial and ethnic group categories. This report, which follows the one on the racial and ethnic distribution of pupils submitted to the Board last month, presents the results of the survey of teachers, principals and other professional staff, the first such survey since October 1967.

For more than a dozen years, since the establishment of the former Commission on Equal Opportunities in Education, the State Board of Education and the Department of Education have been actively concerned with nondiscrimination; with improving employment opportunities for teachers and other certificated personnel of all racial and ethnic groups; and with achieving the educational benefits to be gained by wider representation of Spanish-surnamed, Black and other minority

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groups in the staffing of schools. One of the program objectives of the Bureau of Intergroup Relations is to assist school districts in affirmative action to improve the representation of minority groups in certificated employment.

This report and the survey on which it is based provide data by means of which California's progress in this field of activity may be measured and the development of plans and programs may be facilitated. The report has been compiled by the Bureau of Intergroup Relations. Data processing was accomplished by the Department of General Services. More detailed information is on file in the Bureau of Intergroup Relations.

II. STATEWIDE DISTRIBUTION OF STAFF

While nearly 29 percent of all public school pupils in California at the time of the survey were members of racial and ethnic minority groups, minorities were represented by 10.5 percent of the teaching staff and 6.5 percent of the principals. The main cause of the disparity was within the Spanish-surnamed group. The Spanish-surnamed accounted for 16 percent of all pupils, but only 2.6 percent of classroom teachers, 2.4 percent of principals, and 2.7 percent of total professional staff at schools.

("Professional staff" referred to in this report, with the exception of Table 2, is the certificated staff employed at individual school sites, such as classroom teachers, principals and assistant principals, specialist teachers, some counselors, some school nurses and the like. It does not include certificated staff shared by several schools or working out of the district central office.)

Blacks comprised 9.3 percent of all pupils, 5.1 percent of teachers and 2.9 percent of principals. Asians, the third largest minority group, provided the only example of parity, with 2.2 percent of all pupils and the same percent of teachers, although with relatively few principals (0.6 percent). American Indians, together with Filipinos and other Nonwhites, comprised 1.5 percent of the pupil population and 0.6 percent of professional school staff. (Appendix, Table 1.)

The racial and ethnic composition of staff at county and school district central offices resembled that at the schools, with an overall minority total of 10.5 percent. Spanish-surnamed professional staff was slightly better represented at the central offices than at the schools (3.3 percent compared with 2.7 percent), and Asian staff was not as well represented (1.2 percent compared with 2.1 percent).

There were few minority-group members, however, who were employed at the highest level in the central offices. They included only 54 minority-group superintendents and assistant superintendents, or 4 percent of the total. (Appendix, Table 2.)

Comparing the statewide count in 1971 with that in 1967, we find a general shift toward more minority-group teachers, principals and assistant principals, and their percentage increase in every category. Minority-group classroom teachers numbered 16,329 in 1967 and 18,997 in 1971, or an increase of 16.3 percent. Minority-group principals and assistant principals numbered 407 in 1967 and 742 in 1971, or an

increase of 82.3 percent. There was a decrease in the number of White-majority-group professionals.

On balance, however, the proportion of minorities in the total school work force showed only a 1.4 percent increase for teachers and a 3.7 percent increase for principals and assistant principals. During the same four-year period, minority-group pupil enrollment increased 3.6 percent. (Appendix, Table 3.)

III. CONCENTRATIONS OF MINORITY-GROUP STAFF

As in the case of pupils, educators who are members of minority groups tend to be concentrated in certain geographical areas and in certain categories of school districts, usually in or near the population centers for their groups. Figure 1 (see Appendix) shows in which counties the average composition of professional school staff exceeded the statewide average for the three largest minority groups.

Schools in three counties, Alameda, Los Angeles and San Francisco, reported above-state-average employment of Black professional staff. Schools in seven counties employed Asian staff above the state average: Alameda, Kings, Los Angeles, San Francisco, San Joaquin, San Mateo and Santa Clara. Schools in 14 counties employed Spanish-surnamed staff above the state average: Fresno, Imperial, Kings, Los Angeles, Madera, Merced, Monterey, Riverside, San Benito, San Bernardino, San Francisco, Santa Barbara, Santa Clara and Tulare.

The number of Spanish-surnamed, Black and Asian teachers, principals and other professional staff employed at schools in each of the 58

counties appears in Table 6 (see Appendix). Schools in a few metropolitan counties reported most of the minority professional staff in the state, with Los Angeles County alone reporting 59 percent of all Blacks, 46 percent of all Asian staff, and 35 percent of all Spanish-surnamed staff. At the other end of the ranking by numbers, Table 6 shows that there were 24 counties with no Black teachers, principals or other professionals at schools; 16 counties with no Asian staff; and three counties with no Spanish-surnamed staff.

The state's 14 Standard Metropolitan Statistical Areas are listed in Table 4 (see Appendix). SMSA's, with 89 percent of all professional school staff, reported nearly 96 percent of the minority-group members so employed. Schools in two SMSA's, Los Angeles and San Francisco-Oakland, employed 80 percent of all the Black professional staff in the state, 67 percent of all the Asian staff, and 48 percent of all the Spanish-surnamed staff.

Pupil and staff data for the 52 largest school districts (those enrolling 15,000 or more pupils) are presented in Table 5 and Figure 2 (see Appendix). Those districts, which reported about half of all the pupils and staff in the state, employed 69 percent of all minority-group school professionals and nearly 82 percent of all the Blacks.

The 12 largest districts employed nearly 71 percent of the state's total of Black teachers, principals and other school professionals; and the three largest districts employed nearly 47 percent of them. Minority averages for school staff, compared with 10.6 percent in

the state as a whole, were 19.9 percent in the 12 largest districts and 21.5 percent in the three largest.

IV. MINORITY REPRESENTATION IN SCHOOL STAFFING

The issue most often raised in regard to the distribution of minorities in school employment is that of adequate representation. Lack of representation is seen not only as a problem of discriminatory treatment, past or present, but as a problem of providing educational resources and opportunities. Minority-group students, particularly, it is argued, benefit from the presence of role models and of individual teachers and administrators who, because of their racial or ethnic identity, their experience and their other qualifications, can make a significant contribution to motivation, self-image, empathy and understanding of the cultural heritage and learning needs of these children. In addition, children of the White-majority group benefit from cross-cultural, interethnic and interracial contacts and experiences.

The remaining tables and figures in the report are concerned with aspects of racial and ethnic representation in school staffing.

In a period (1967 to 1971) when the ratio of teachers to pupils showed general improvement, the ratio of minority-group teachers to pupils of their own group and to all pupils also improved, although only slightly in some cases. Table 7 (see Appendix) compares results of the latest survey with those from October 1967. While White-majority-group teachers changed from a ratio of 1 to 22 to a ratio of 1 to 20 with

respect to White pupils, Black teachers changed from 1 to 50 to 1 to 46 with respect to Black pupils, and Spanish-surnamed teachers from 1 to 165 to 1 to 152 with respect to Spanish-surnamed pupils.

Other racial and ethnic groups showed similar improvement by this measure, slightly narrowing the gap in representation. The single exception is that of Filipino and Other Nonwhite teachers to pupils of that group who changed from 1 to 60 to 1 to 63. This exception may not be significant, as it probably results from a modification in the survey format which was followed by a rather sharp one-year increase in the reported number of Filipino and Other Nonwhite pupils.

Figure 3 (see Appendix) provides a graphic view of the proportions of teachers and pupils of each racial and ethnic group in the public school population. The White-majority group was the only one in which the proportion of teachers exceeded that of pupils, and Asians were the only example of parity. In other groups the proportion of pupils exceeded that of teachers, with the Spanish-surnamed the most extreme case.

The report of the 1967-68 survey stated that there were 47 school districts with more than 10,000 enrollment, each of which employed three or fewer Black teachers, and that 16 of those districts employed no Black teachers at all. Four years later, there were 33 districts with more than 10,000 enrollment, each of which employed three or fewer Black teachers, and 12 of those districts employed none.

V. STAFF AT IMBALANCED AND MINORITY-GROUP-ISOLATED SCHOOLS

On the assumption that the most urgent need for more minority-group teachers and other professionals is to enhance the education of minority-group pupils, we have inquired into the racial and ethnic composition of staff at imbalanced schools and at minority-group-isolated schools which are responsible for the education of such a large proportion of Black and other minority-group children. As in earlier surveys, the proportion of Black, Asian, Spanish-surnamed, and Filipino and Other Nonwhite staff was significantly higher in such schools than the statewide average in all schools.

Table 8 and Figures 4, 5 and 6 (see Appendix) present the details of that comparison. Asian and Spanish-surnamed pupils and professionals alike were about twice the state average in their proportions at minority-group-isolated schools. Black pupils and professionals were nearly four times the state average. The difference was not as great in imbalanced schools because, although they included predominantly minority schools, about half of the imbalanced schools were predominantly White (other than Spanish-surnamed) in enrollment.

Three-quarters of all the Black pupils and of all the Black professional staff in the state were assigned to minority-group-isolated schools, as were 42 percent of all the Asian pupils and of all the Asian professional staff. For the Spanish-surnamed the relationship was almost the same: 42 percent of the pupils and 39 percent of the professional staff of that group were reported at minority-group-isolated schools.

(An imbalanced school was one which deviated by more than 15 percentage points from the mean in its district for any racial or ethnic group, including the Anglo-majority group. A minority-group-isolated school was one in which minority-group pupils comprised 50 percent or more of the total enrollment. For more information on such schools, see the report dated September 1, 1972, "Racial and Ethnic Distribution of Pupils.")

VI. SUMMARY

A. Racial and ethnic minority groups, comprising 29 percent of all pupils, were represented in 1971-72 by 10.5 percent of all teachers, 6.5 percent of all principals, and 10.6 percent of all professional staff in California public schools. At the highest level in school district and county central offices, 4 percent of superintendents and assistant superintendents were members of minority groups.

B. The widest disparity between proportions of pupils and of teachers and other professionals was that in the Spanish-surnamed group, with 16 percent of all pupils, 2.6 percent of all teachers, and 2.4 percent of all principals. Blacks comprised 9.3 percent of all pupils, 5.1 percent of all teachers, and 2.9 percent of all principals. Asians comprised 2.2 percent of all pupils, 2.2 percent of all teachers, and 0.6 percent of all principals.

C. In numbers and percentage points, all racial and ethnic minorities increased their representation, at least slightly, on school

staffs between 1967 and 1971. The ratio of teachers of each group to pupils of the same group and to all pupils also improved slightly during that period.

D. Minority-group school professionals were concentrated in certain counties and in large metropolitan-area school districts. The state's three largest districts employed nearly half of all Black teachers, principals and other educators.

E. There was a close correlation between the school assignment of pupils and the school assignment of professional staff of the same racial and ethnic minority groups. Three-quarters of all Black pupils and three-quarters of all Black teachers and other staff were at minority-group-isolated schools. At imbalanced schools, the percentage of minority-group professionals was nearly twice the statewide average at all schools.

VII. APPENDIX

TABLE 1

STATE SUMMARY, PROFESSIONAL STAFF AT SCHOOLS

		American Indian	Black	Asian	Spanish Surname	Other Nonwhite	Other White	Total
Classroom Teachers	Percent	325 .2	9,144 5.1	3,987 2.2	4,756 2.6	785 .4	162,066 89.5	181,063
Non-teaching Principals	Percent	25 .4	183 2.9	35 .6	148 2.4	17 .3	5,875 93.5	6,283
Non-teaching Assistant Principals	Percent	6 .2	203 6.9	29 1.0	89 3.0	7 .2	2,628 88.7	2,962
Other Full Time Professional Staff	Percent	30 .2	981 7.9	197 1.6	455 3.7	40 .3	10,686 86.3	12,389
TOTAL PROFESSIONAL STAFF	Percent	386 .2	10,511 5.2	4,248 2.1	5,448 2.7	849 .4	181,255 89.4	202,697
TOTAL PUPILS (K-12)	Percent	19,319 .4	422,945 9.3	97,978 2.2	725,227 16.0	49,704 1.1	3,230,106 71.1	4,545,279

TABLE 2

STATE SUMMARY, PROFESSIONAL STAFF AT COUNTY

OR SCHOOL DISTRICT CENTRAL OFFICES

		American Indian	Black	Asian	Spanish Surname	Other Nonwhite	Other White	Total
Superintendents and Assistant Superintendents		4	19	2	25	4	1,292	1,346
	Percent	.3	1.4	.1	1.9	.3	96.0	
Directors and Supervisors		5	75	10	71	8	1,454	1,623
	Percent	.3	4.6	.6	4.4	.5	89.6	
Consultants and Coordinators		5	124	29	117	5	1,754	2,034
	Percent	.2	6.1	1.4	5.8	.2	86.2	
Counselors		3	144	14	39	4	877	1,081
	Percent	.3	13.3	1.3	3.6	.4	81.1	
Other Certificated		29	304	104	176	28	6,123	6,764
	Percent	.4	4.5	1.5	2.6	.5	90.5	
TOTAL PROFESSIONAL STAFF		46	666	159	428	49	11,500	12,848
	Percent	.4	5.2	1.2	3.3	.4	89.5	

TABLE 3

CHANGES IN RACIAL AND ETHNIC DISTRIBUTION OF

TEACHERS AND PRINCIPALS, 1967 COMPARED WITH 1971

		American Indian	Black	Asian	Spanish Surname	Other Nonwhite	Other White	Total
Fall 1967	Teachers	196	8,137	3,245	4,189	561	163,523	179,852
	Percent	.1	4.5	1.8	2.3	.3	90.9	
	Principals*	16	170	39	170	12	9,100	9,507
	Percent	.2	1.8	.4	1.8	.1	95.7	
TOTAL TEACHERS AND PRINCIPALS		212	8,307	3,285	4,359	573	172,623	189,359
	Percent	.1	4.4	1.7	2.3	.3	91.2	
Fall 1971	Teachers	325	9,144	3,987	4,756	785	162,066	181,063
	Percent	.2	5.1	2.2	2.6	.4	89.5	
	Principals*	31	386	64	237	24	8,503	9,245
	Percent	.3	4.2	.7	2.6	.3	92.0	
TOTAL TEACHERS AND PRINCIPALS		356	9,530	4,051	4,993	809	170,569	190,308
	Percent	.2	5.0	2.1	2.6	.4	89.6	
1967 COMPARED WITH 1971 Increase or Decrease								
	Teachers	+129	+1,007	+741	+567	+224	-1,457	+1,211
	Percent	+.1	+.6	+.4	+.3	+.1	-1.4	
	Principals*	+15	+216	+25	+67	+12	-597	-262
	Percent	+.1	+2.4	+.3	+.8	+.2	-3.7	
TOTAL TEACHERS AND PRINCIPALS		+144	+1,223	+766	+634	+236	-2,054	+949
	Percent	+.1	+.6	+.4	+.3	+.1	-1.6	

*Includes Assistant Principals

TABLE 4

PROFESSIONAL STAFF AT SCHOOLS

STANDARD METROPOLITAN STATISTICAL AREAS AND OTHER AREAS

		American Indian	Black	Asian	Spanish Surname	Other Nonwhite	Other White	Total
Anaheim-Santa Ana-Garden Grove (Orange County)	Staff	27	72	189	343	36	15,123	15,790
	Percent	.2	.2	1.2	2.2	.2	95.7	
Bakersfield (Kern County)	Staff	8	109	15	86	25	3,881	4,124
	Percent	.2	2.6	.4	2.1	.6	94.1	
Fresno (Fresno County)	Staff	7	80	86	152	42	4,605	4,972
	Percent	.1	1.6	1.7	3.1	.8	92.6	
Los Angeles-Long Beach (Los Angeles County)	Staff	79	6,226	1,961	1,918	250	51,218	61,652
	Percent	.1	10.1	3.2	3.1	.4	83.1	
Oxnard-Ventura (Ventura County)	Staff	10	44	51	107	12	4,351	4,575
	Percent	.2	1.0	1.1	2.3	.3	95.1	
Sacramento (Placer, Sacramento, Yolo Counties)	Staff	20	279	155	159	33	8,539	9,185
	Percent	.2	3.0	1.7	1.7	.4	93.0	
Salinas-Monterey (Monterey County)	Staff	1	78	29	81	23	2,338	2,550
	Percent	.0	3.1	1.1	3.2	.9	91.7	
San Bernardino-Riverside-Ontario (Riverside, San Bernardino Counties)	Staff	36	408	78	416	21	11,275	12,234
	Percent	.3	3.3	.6	3.4	.2	92.2	
San Diego (San Diego County)	Staff	17	382	87	348	32	12,397	13,263
	Percent	.1	2.9	.7	2.6	.2	93.5	
San Francisco-Oakland (Alameda, Contra Costa, Marin, San Francisco, San Mateo Counties)	Staff	44	2,162	889	694	193	26,174	30,156
	Percent	.1	7.2	2.9	2.3	.6	86.8	
San Jose (Santa Clara County)	Staff	29	220	396	451	39	11,663	12,798
	Percent	.2	1.7	3.1	3.5	.3	91.2	
Santa Barbara (Santa Barbara County)	Staff	1	49	22	87	6	2,728	2,893
	Percent	.0	1.7	.8	3.0	.2	94.3	
Stockton (San Joaquin County)	Staff	4	132	102	79	27	2,719	3,063
	Percent	.1	4.3	3.3	2.6	.9	88.8	
Vallejo-Napa (Napa, Solano Counties)	Staff	24	116	36	62	14	2,847	3,099
	Percent	.8	3.7	1.2	2.0	.5	91.9	
TOTAL, ALL STANDARD METROPOLITAN STATISTICAL AREAS	Staff	307	10,357	4,096	4,983	753	159,858	180,354
	Percent	.2	5.7	2.3	2.8	.4	88.6	
TOTAL OTHER AREAS	Staff	79	154	152	465	96	21,397	22,343
	Percent	.4	.7	.7	2.1	.4	95.8	
STATE TOTAL	Staff	386	10,511	4,248	5,448	849	181,255	202,697
	Percent	.2	5.2	2.1	2.7	.4	89.4	

TABLE 5

PUPILS AND PROFESSIONAL STAFF, SCHOOL DISTRICTS REPORTING 15,000 OR MORE PUPILS*

District	PUPILS			STAFF			SPANISH SURNAME				BLACK			
	Total	Minority		Total	Minority		Number		Percent		Number		Percent	
	Number	Number	%	Number	Number	%	Pupils	Staff	Pupils	Staff	Pupils	Staff	Pupils	Staff
Los Angeles Unified	633,672	331,620	52.3	26,475	6,312	23.8	143,710	803	22.7	3.0	156,847	4,156	24.8	15.7
San Diego City Unified	127,255	33,994	26.7	5,515	567	10.3	13,402	174	10.5	3.2	16,122	332	12.7	6.0
San Francisco Unified	82,061	55,835	68.0	4,602	996	21.6	11,314	178	13.8	3.9	24,592	436	30.0	9.5
Long Beach Unified	66,607	13,328	20.0	2,934	256	8.7	4,481	41	6.7	1.4	6,602	153	9.9	5.2
Oakland City Unified	61,476	46,534	75.7	2,926	996	34.0	5,237	60	8.5	2.1	37,030	804	60.2	27.5
Fresno City Unified	56,166	17,512	31.2	2,410	177	7.3	11,218	74	20.0	3.1	5,081	58	9.0	2.4
San Juan Unified	53,075	2,515	4.7	2,305	69	3.0	1,467	25	2.8	1.1	251	5	.5	.2
Garden Grove Unified	51,841	7,281	14.0	1,969	78	4.0	5,961	35	11.5	1.8	170	8	.3	.4
Sacramento City Unified	49,658	19,099	38.5	2,141	274	12.8	6,187	56	12.5	2.6	8,070	142	16.3	6.6
Mount Diablo Unified	47,719	2,873	6.0	2,183	85	3.9	1,661	33	3.5	1.5	414	15	.9	.7
Richmond Unified	40,400	15,515	38.4	1,805	316	17.5	2,423	17	6.0	.9	11,363	207	28.1	11.5
Compton Unified	39,237	38,130	97.2	1,775	1,215	68.5	4,316	73	11.0	4.1	33,478	1,104	85.3	62.2
Anaheim Union High	37,212	4,188	11.3	1,627	69	4.2	3,433	40	9.2	2.5	60	3	.2	.2
San Bernardino City Unified	36,954	13,432	36.3	1,532	202	13.2	7,499	75	20.3	4.9	5,574	115	15.1	7.5
San Jose City Unified	36,722	10,987	29.9	1,704	193	11.3	9,303	89	25.3	5.2	559	35	1.5	2.1
Torrance Unified	32,558	3,477	10.7	1,444	58	4.0	1,840	20	5.7	1.4	28	11	.1	.8
Fremont Unified	32,283	4,483	13.9	1,286	63	4.9	3,308	22	10.2	1.7	196	5	.6	.4
Stockton City Unified	31,491	14,339	45.5	1,439	266	18.5	7,234	55	23.0	3.8	4,619	125	14.7	8.7
Norwalk-La Mirada Unified	30,105	7,824	26.0	1,182	115	9.7	7,235	37	24.0	3.1	30	6	.1	.5
Hacienda-La Puente Unified	29,920	10,314	34.5	1,201	112	9.3	8,828	47	29.5	3.9	667	36	2.2	3.0
Santa Ana Unified	28,044	12,670	45.2	1,243	122	9.8	9,668	67	34.5	5.4	2,503	41	8.9	3.3
Orange Unified	27,832	3,015	10.8	1,205	53	4.2	2,525	33	9.1	2.7	61	2	.2	.2
Pasadena City Unified	27,499	13,693	49.8	1,350	300	22.2	2,836	48	10.3	3.6	9,772	207	35.5	15.3
Newport-Mesa Unified	26,447	1,351	5.1	1,211	26	2.1	878	17	3.3	1.4	20	0	.1	.0
Riverside Unified	26,293	6,174	23.5	1,102	107	9.7	3,484	39	13.3	3.5	2,324	58	8.8	5.3
Hayward Unified	25,971	7,450	28.7	1,097	106	9.7	4,866	33	18.7	3.0	1,255	31	4.8	2.8
Montebello Unified	24,933	15,081	60.5	1,033	188	18.2	13,586	86	54.5	8.3	7	3	.0	.3
Glendale Unified	24,494	2,960	12.1	1,035	22	2.1	2,551	12	10.4	1.2	8	0	.0	.0
Santa Clara Unified	23,529	4,713	20.0	993	79	8.0	3,591	37	15.3	3.7	215	4	.9	.4
Simi Valley Unified	22,922	1,682	7.3	870	25	2.9	1,284	5	5.6	.6	123	6	.5	.7
Cupertino Union Elementary	22,640	1,804	8.0	939	56	6.0	889	14	3.9	1.5	110	10	.5	1.1

*Districts ranked according to number of pupils reported.

Pupils and Professional Staff
School Districts Reporting
15,000 or More Pupils

District	PUPILS			STAFF			SPANISH SURNAME				BLACK			
	Total	Minority		Total	Minority		Number		Percent		Number		Percent	
	Number	Number	%	Number	Number	%	Pupils	Staff	Pupils	Staff	Pupils	Staff	Pupils	Staff
Bakersfield City Elementary	22,096	9,243	41.8	973	105	10.8	5,500	32	24.9	3.3	3,482	63	15.8	6.5
Pomona Unified	21,993	8,782	39.9	884	149	16.9	3,978	37	18.1	4.2	4,583	105	20.8	11.9
Sweetwater Union High	21,761	6,656	30.6	1,000	52	5.2	5,379	41	24.7	4.1	296	2	1.4	.2
Grossmont Union High	21,739	1,525	7.0	864	28	3.2	1,154	16	5.3	1.9	104	2	.5	.2
ABC Unified	20,389	5,221	25.6	793	69	8.7	4,421	38	21.7	4.8	158	7	.8	.9
Kern County Joint Union High	19,856	4,986	25.1	865	37	4.3	3,257	15	16.4	1.7	1,487	16	7.5	1.8
Monterey Peninsula Unified	18,597	6,592	35.4	844	105	12.4	1,281	14	6.9	1.7	3,236	69	17.4	8.2
Ventura Unified	17,664	2,936	16.6	774	25	3.2	2,572	16	14.6	2.1	182	1	1.0	.1
Downey Unified	17,105	1,865	10.9	752	20	2.7	1,638	12	9.6	1.6	17	2	.1	.3
Palos Verde Peninsula Unified	17,098	611	3.6	768	26	3.4	240	8	1.4	1.0	43	0	.3	.0
Huntington Beach Union High	16,975	1,129	6.7	764	30	3.9	843	18	5.0	2.4	14	1	.1	.1
Ontario-Montclair Elementary	16,743	4,103	24.5	693	37	5.3	3,576	14	21.4	2.0	392	15	2.3	2.2
Chula Vista City Elementary	16,718	4,499	26.9	695	41	5.9	3,288	24	19.7	3.5	247	11	1.5	1.6
Covina Valley Unified	16,550	1,846	11.2	653	35	5.1	1,482	15	9.0	2.3	76	7	.5	1.1
Vallejo City Unified	15,987	5,979	37.4	737	107	14.5	709	16	4.4	2.2	4,098	72	25.6	9.8
Alum Rock Union Elementary	15,576	9,816	63.0	713	134	18.8	7,730	45	49.6	6.3	1,714	51	11.0	7.2
Corona-Norco Unified	15,397	3,658	23.8	612	44	7.2	3,529	21	22.9	3.4	41	9	.3	1.5
Napa Valley Unified	15,349	1,218	7.9	699	13	1.9	799	1	5.2	.1	26	0	.2	.0
Fullerton Joint Union High	15,258	1,544	10.1	725	23	3.2	1,331	12	8.7	1.7	39	1	.3	.1
Rowland Unified	15,168	4,841	31.9	640	73	11.4	4,262	28	28.1	4.4	367	18	2.4	2.8
Oxnard Union High	15,042	3,644	24.2	718	45	6.3	2,675	24	17.8	3.3	481	7	3.2	1.0
TOTAL	2,230,077	814,567	36.5	96,699	14,699	15.2	365,859	2,792	16.4	2.9	349,234	8,577	15.7	8.9

TABLE 6

COUNTIES RANKED BY NUMBER OF SPANISH SURNAME,

BLACK AND ASIAN PROFESSIONAL STAFF AT SCHOOLS

BLACK			ASIAN			SPANISH SURNAME		
Rank	County	No.	Rank	County	No.	Rank	County	No.
1	Los Angeles	6,226	1	Los Angeles	1,961	1	Los Angeles	1,918
2	Alameda	1,130	2	Santa Clara	396	2	Santa Clara	451
3	San Francisco	443	3	Alameda	307	3	San Diego	348
4	San Diego	382	4	San Francisco	302	4	Orange	343
5	Contra Costa	278	5	Orange	189	5	San Bernardino	268
6	San Mateo	276	6	Sacramento	132	6	Alameda	251
7	Sacramento	275	7	San Mateo	131	7	San Francisco	268
8	San Bernardino	262	8	Contra Costa	126	8	Fresno	152
9	Santa Clara	220	9	San Joaquin	102	9	Riverside	148
10	Riverside	146	10	San Diego	87	10	Sacramento	129
11	San Joaquin	132	11	Fresno	86	11	San Mateo	127
12	Solano	116	12	Ventura	51	12	Ventura	107
13	Kern	109	13	San Bernardino	41	13	Contra Costa	105
14	Fresno	80	14	Riverside	37	14	Santa Barbara	87
15	Monterey	78	15	Solano	30	15	Kern	86
16	Orange	72	16	Monterey	29	16	Imperial	82
17	Santa Barbara	49	17	Tulare	24	17	Monterey	81
18	Ventura	44	18	Marin	23	18	Tulare	80
19	Merced	41	19	Santa Barbara	22	19	San Joaquin	79
20	Marin	35	20	Santa Cruz	20	20	Solano	56
21	Imperial	23	21	Kings	19	21	Merced	49
22	Tulare	17	22	Stanislaus	16	22	Kings	32
23	Yuba	16	23	Kern	15	23	Marin	31
24	Sonoma	12	24	Merced	15	24	Stanislaus	30
25	Kings	11	25	Yolo	15	25	Sonoma	30
26	Madera	10	26	Imperial	14	26	Santa Cruz	25
27	Stanislaus	8	27	Sonoma	10	27	Yolo	19
28	San Luis Obispo	6	28	Placer	8	28	Butte	16
29	Yolo	4	29	San Luis Obispo	8	29	San Luis Obispo	16
30	Butte	3	30	Sutter	7	30	Madera	15
31	Sutter	3	31	Napa	6	31	Humboldt	13
32	Santa Cruz	2	32	Butte	3	32	Placer	11
33	Lassen	1	33	Shasta	3	33	Tehama	9
34	Shasta	1	34	Yuba	3	34	Yuba	9
35	Alpine	0	35	Madera	2	35	San Benito	7
36	Amador	0	36	San Benito	2	36	Napa	6
37	Calaveras	0	37	El Dorado	1	37	Shasta	6
38	Colusa	0	38	Glenn	1	38	El Dorado	5
39	Del Norte	0	39	Humboldt	1	39	Lake	5
40	El Dorado	0	40	Mendocino	1	40	Mendocino	5
41	Glenn	0	41	Mono	1	41	Tuolumne	5
42	Humboldt	0	42	Siskiyou	1	42	Colusa	4
43	Inyo	0	43	Alpine	0	43	Lassen	4
44	Lake	0	44	Amador	0	44	Plumas	3
45	Mariposa	0	45	Calaveras	0	45	Siskiyou	3
46	Mendocino	0	46	Colusa	0	46	Calaveras	2
47	Modoc	0	47	Del Norte	0	47	Del Norte	2
48	Mono	0	48	Inyo	0	48	Glenn	2
49	Napa	0	49	Lake	0	49	Inyo	2
50	Nevada	0	50	Lassen	0	50	Modoc	2
51	Placer	0	51	Mariposa	0	51	Nevada	2
52	Plumas	0	52	Modoc	0	52	Mariposa	1
53	San Benito	0	53	Nevada	0	53	Sierra	1
54	Sierra	0	54	Plumas	0	54	Sutter	1
55	Siskiyou	0	55	Sierra	0	55	Trinity	1
56	Tehama	0	56	Tehama	0	56	Alpine	0
57	Trinity	0	57	Trinity	0	57	Amador	0
58	Tuolumne	0	58	Toulumne	0	58	Mono	0

TABLE 7

CHANGES IN RATIO OF TEACHERS TO PUPILS

BY RACIAL AND ETHNIC GROUPS

1967 COMPARED WITH 1971

Ratio of Teachers to Pupils	1967	1971
American Indian teachers to American Indian pupils	1 to 71	1 to 59
American Indian teachers to all pupils	1 to 24,700	1 to 13,985
Black teachers to Black pupils	1 to 50	1 to 46
Black teachers to all pupils	1 to 595	1 to 497
Asian teachers to Asian pupils	1 to 32	1 to 25
Asian teachers to all pupils	1 to 1,491	1 to 1,140
Spanish Surname teachers to Spanish Surname pupils	1 to 165	1 to 152
Spanish Surname teachers to all pupils	1 to 1,156	1 to 956
Filipino and Other Nonwhite teachers to Filipino and Other Nonwhite pupils	1 to 60	1 to 63
Filipino and Other Nonwhite teachers to all pupils	1 to 8,630	1 to 5,790
Other White teachers to Other White pupils	1 to 22	1 to 20
Other White teachers to all pupils	1 to 30	1 to 28
All teachers to all pupils	1 to 27	1 to 25

TABLE 8

PUPILS AND PROFESSIONAL STAFF AT ALL SCHOOLS, AT IMBALANCED SCHOOLS, AND AT MINORITY-GROUP-ISOLATED SCHOOLS BY RACIAL AND ETHNIC GROUPS

		American Indian	Black	Asian	Spanish Surname	Other Nonwhite	Other White	Total
ALL SCHOOLS	Pupils	19,319	422,945	97,978	725,227	49,704	3,230,106	4,545,279
	Percent	.4	9.3	2.2	16.0	1.1	71.1	
	Staff	386	10,511	4,248	5,448	849	181,255	202,697
	Percent	.2	5.2	2.1	2.7	.4	89.4	
IMBALANCED SCHOOLS	Pupils	3,976	267,175	46,527	306,420	19,160	713,264	1,356,522
	Percent	.3	19.7	3.4	22.6	1.4	52.6	
	Staff	82	6,579	2,006	2,204	296	47,637	58,804
	Percent	.1	11.2	3.4	3.7	.5	81.0	
MINORITY-GROUP-ISOLATED SCHOOLS	Pupils	2,869	316,499	40,241	306,359	17,989	200,861	884,818
	Percent	.3	35.8	4.5	34.6	2.0	22.7	
	Staff	56	7,877	1,790	2,113	327	29,395	41,558
	Percent	.1	19.0	4.3	5.1	.8	70.8	

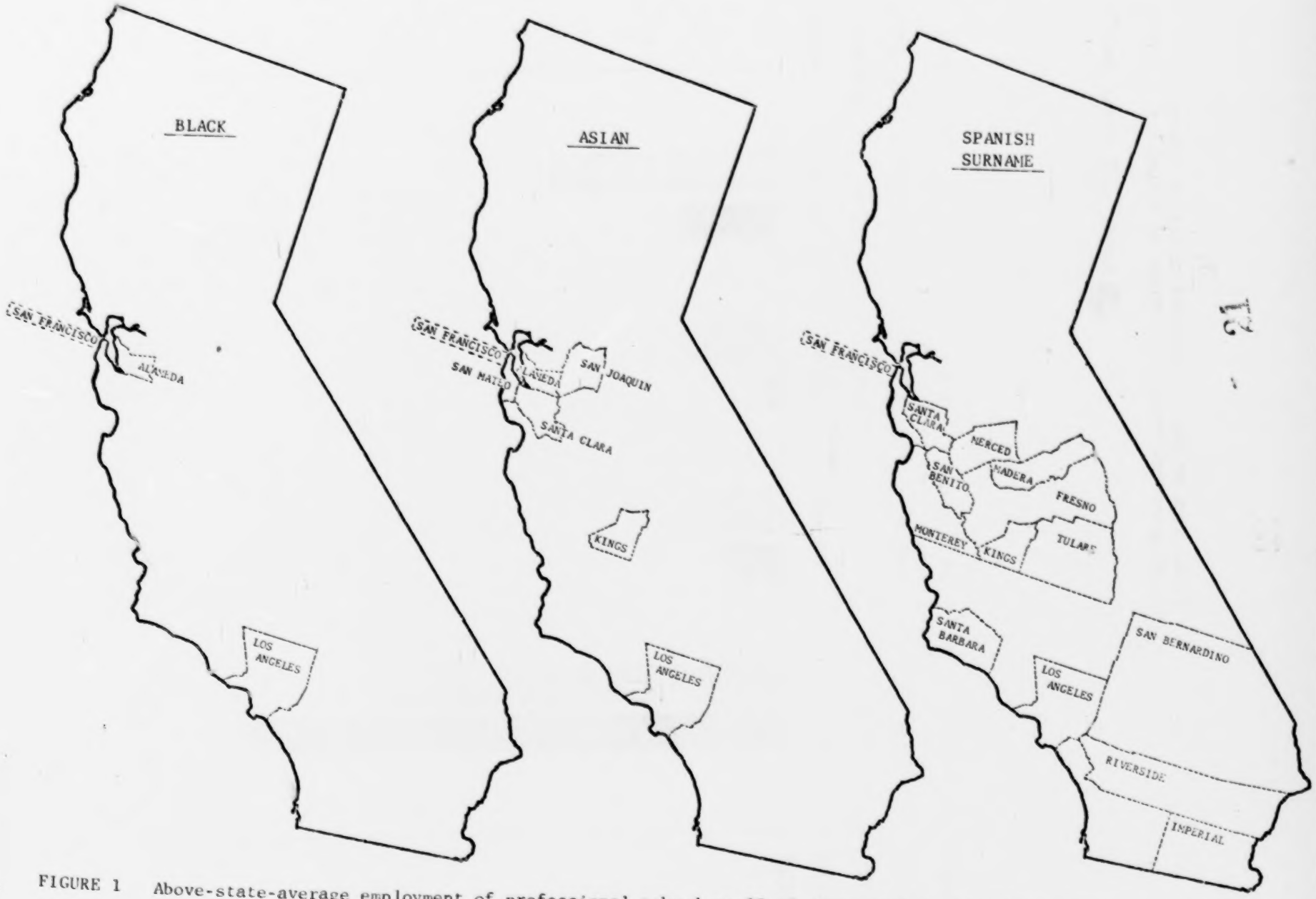
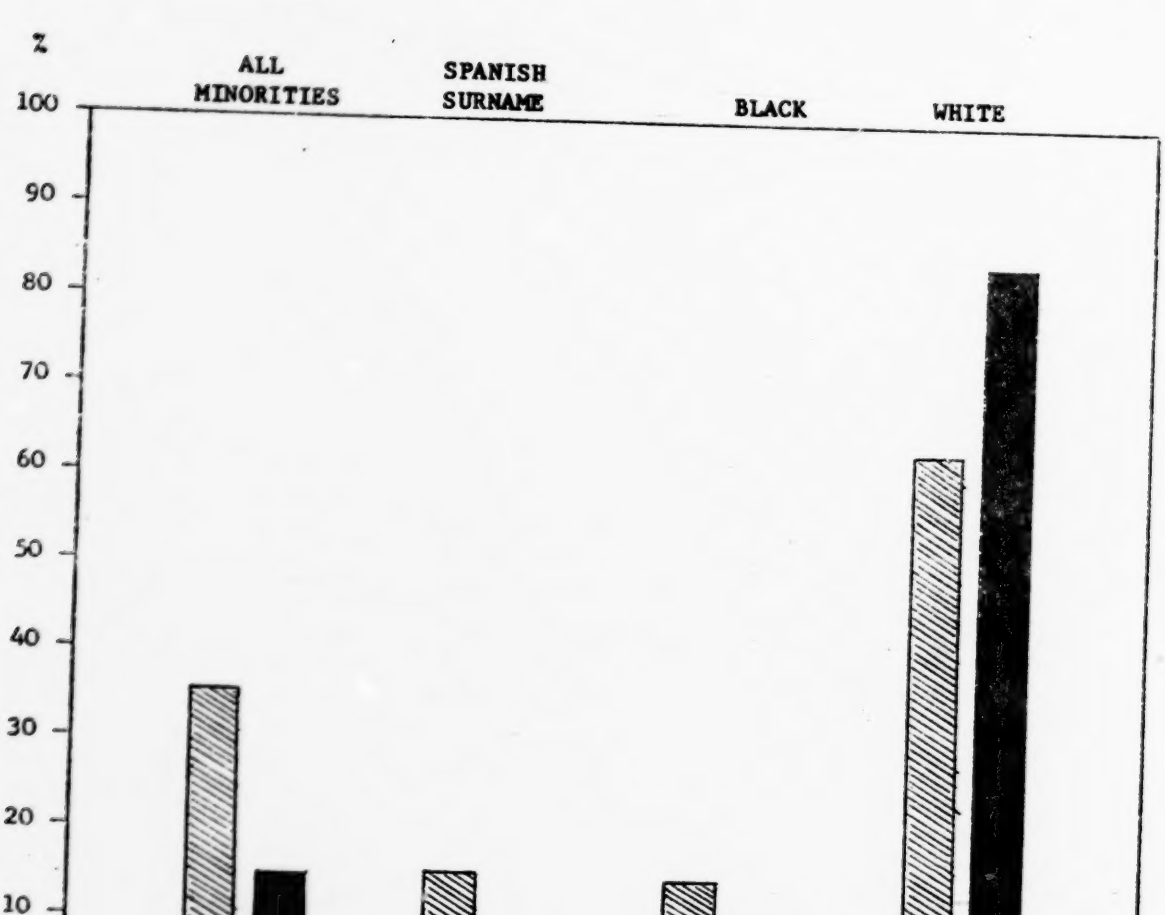


FIGURE 1 Above-state-average employment of professional school staff of three racial and ethnic groups, by counties.



	ALL MINORITIES	SPANISH SURNAME	BLACK	WHITE	TOTAL
Pupils	814,567	365,859	349,234	1,415,510	2,230,077
Percent	36.5	16.4	15.7	63.5	100.0
Staff	14,699	2,792	8,577	82,000	96,699
Percent	15.2	2.9	8.9	84.8	100.0

Legend: Pupils ▨ Staff ■

FIGURE 2 PROPORTION OF PUPILS TO PROFESSIONAL STAFF IN ALL SCHOOL DISTRICTS REPORTING 15,000 OR MORE PUPILS

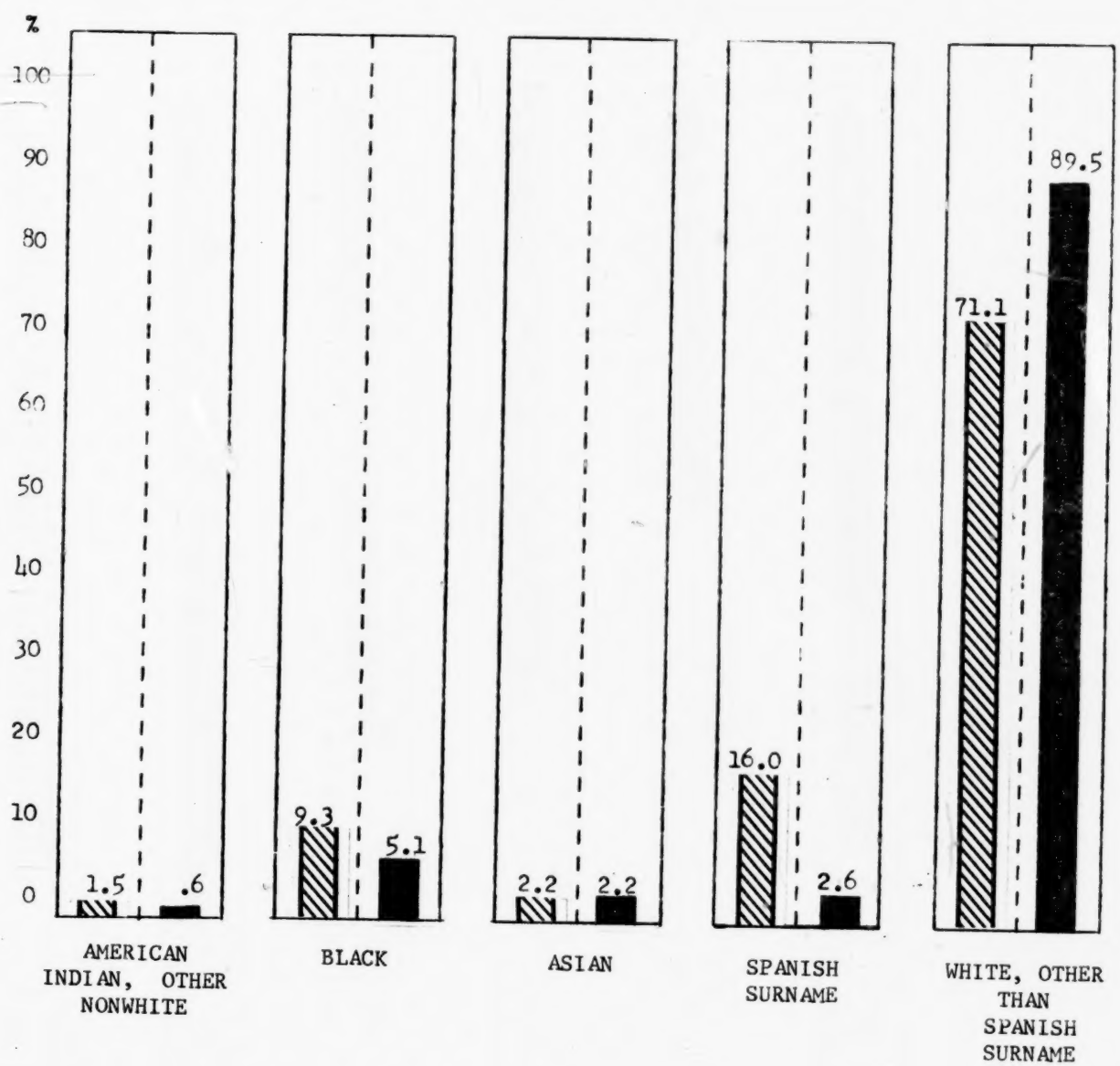
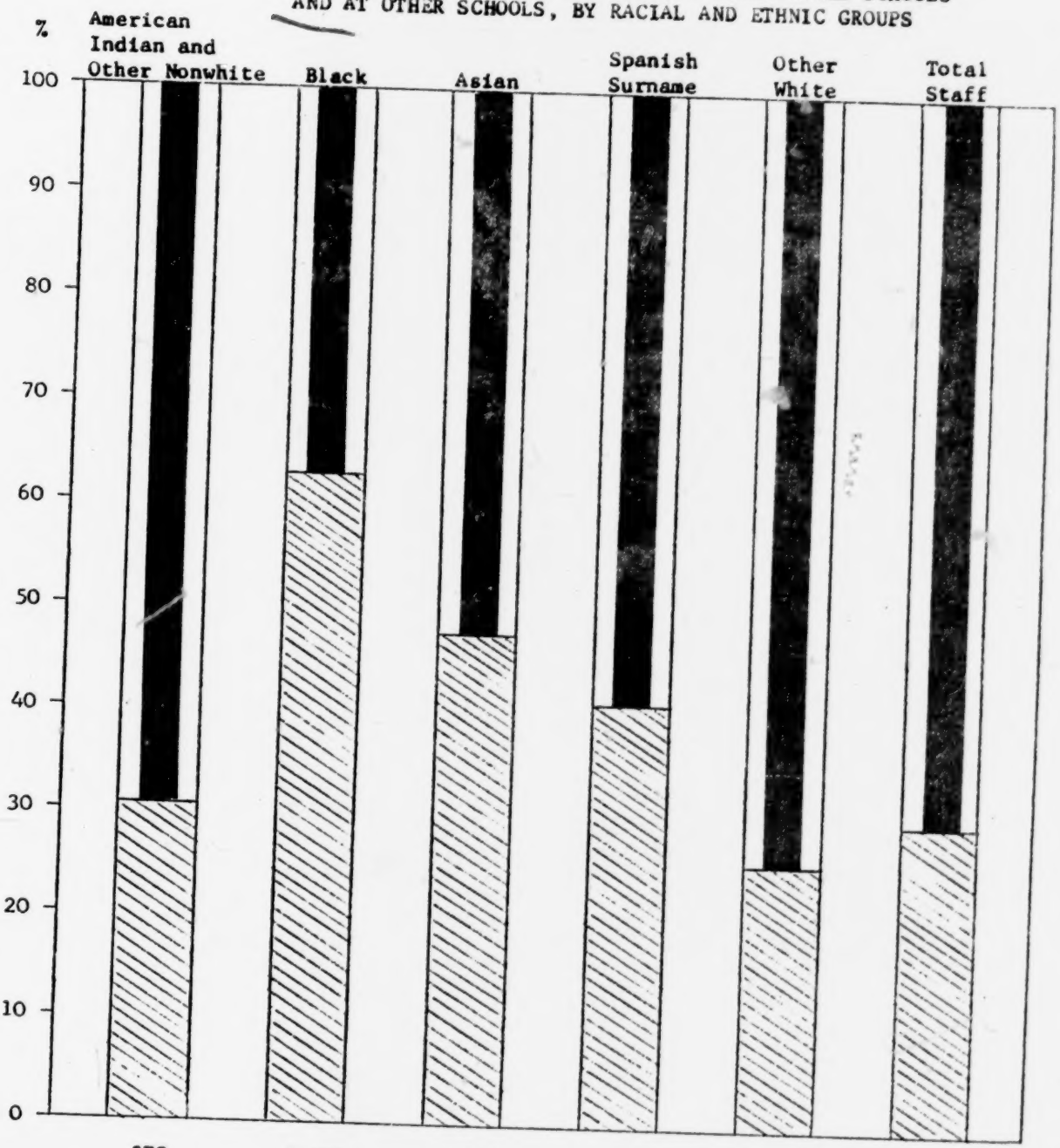


FIGURE 3 PROPORTION OF CLASSROOM TEACHERS COMPARED WITH PROPORTION OF PUPILS, BY RACIAL AND ETHNIC GROUPS

FIGURE 4

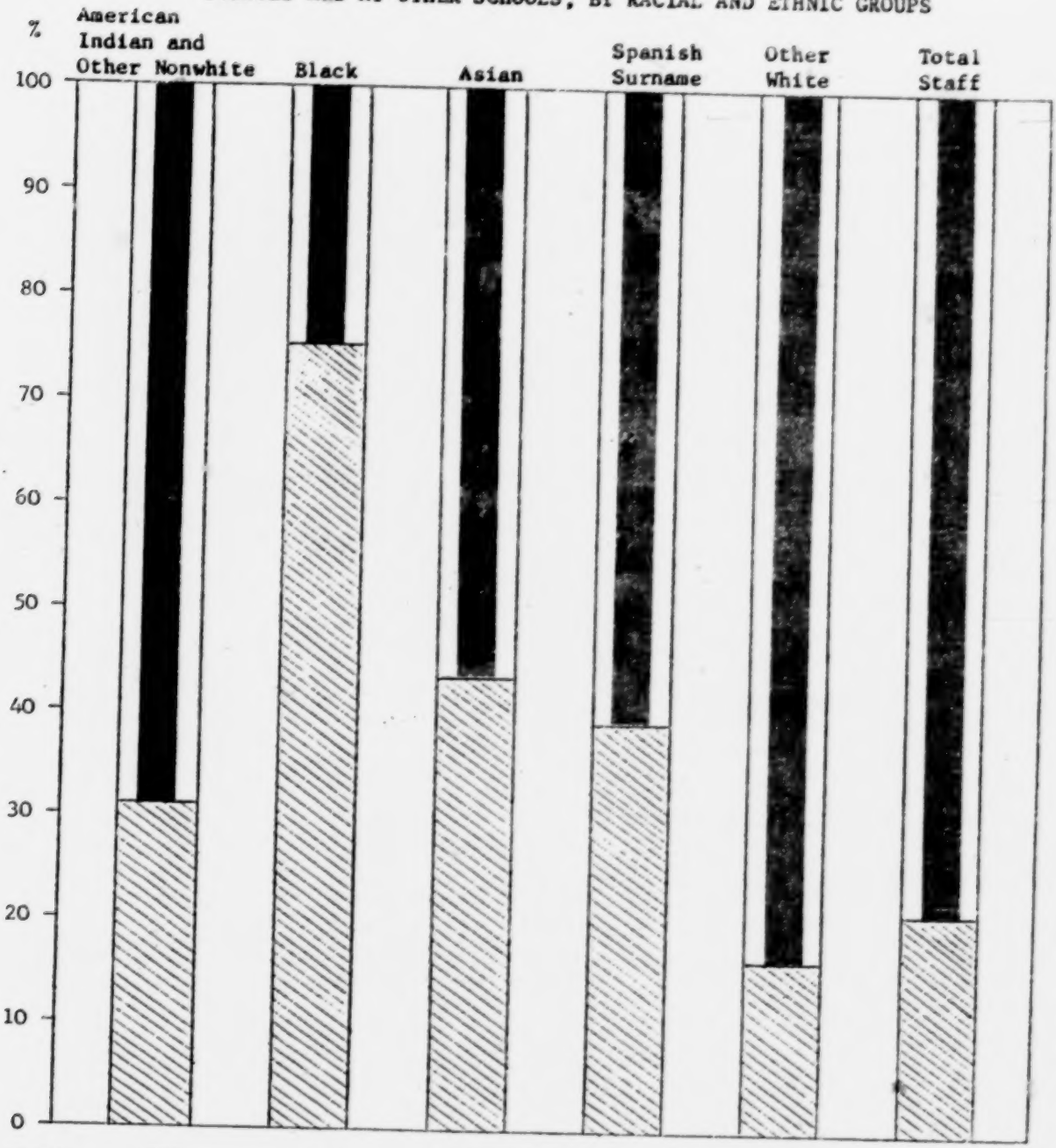
PROPORTION OF PROFESSIONAL STAFF AT IMBALANCED SCHOOLS AND AT OTHER SCHOOLS, BY RACIAL AND ETHNIC GROUPS



	American Indian and Other Nonwhite	Black	Asian	Spanish Surname	Other White	Total Staff
Staff at imbalanced schools	378	6,579	2,006	2,204	47,637	58,804
Percent of group's State total	30.6	62.6	47.2	40.5	26.3	29.0
State total	1,235	10,511	4,248	5,448	181,255	202,697

Legend: Staff at imbalanced schools; Staff at other schools

FIGURE 5
PROPORTION OF PROFESSIONAL STAFF AT MINORITY-GROUP-ISOLATED SCHOOLS AND AT OTHER SCHOOLS, BY RACIAL AND ETHNIC GROUPS



	American Indian and Other Nonwhite	Black	Asian	Spanish Surname	Other White	Total Staff
Staff at minority-group-isolated schools	383	7,877	1,790	2,113	29,395	41,558
Percent of group's State total	31.0	74.9	42.1	38.8	16.2	20.5
State total	1,235	10,511	4,248	5,448	181,255	202,697

Legend: Staff at minority-group-isolated schools; Staff at other schools

FIGURE 6

PROPORTION OF PUPILS COMPARED WITH PROPORTION OF PROFESSIONAL STAFF